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ABSTRACT

Career guidance holds a significant place in secondary education today. Many of today's generation are no longer motivated by extrinsic rewards alone, consequently educators must harness a higher level of needs in order to work constructively with today's youth. There must be more maximizing of human potential, which is possible through career guidance and development. In a society that is in a constant state of flux (due to such factors as technological advances and changing social roles), career guidance must (1) fulfill the need that youth and adults have for reliable and valid information about educational and vocational possibilities, (2) help parents and teachers understand information about students' various characteristics, including assets and weaknesses, and (3) direct use of new research and practices in guidance and counseling. Career guidance can take place in all settings; however the school environment is of particular importance. Career education can easily be infused into the curriculum, with career guidance taking place through use of the printed word, audio and audio-visual media, and through experience. Also guidance personnel, including both professional workers and support personnel should be responsible for providing the human aspect of the occupational decisionmaking process and should consider personal, interpersonal, and systemic factors influencing a counselee's use of guidance information. Counselors are accountable for the successful integration of students into the adult world of work. With the help of career guidance activities the increased working marriage of industry and the schools bodes well for the future. (SH)

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CAREER GUIDANCE—WHEN, WHERE AND BY WHOM?

S. Norman Feingold *

Distinguished participants and members of this three-day Career Institute, I am delighted to be here in Sitka. I bring you greetings from Morris Thompson, Commissioner of the Bureau of Indian Affairs, with whom I had the pleasure of chatting in Washington, D.C. just a few days ago. Dr. Charles Bovee and his wife are longtime friends, and this adds to other peak experiences. When I was in high school, a number of friends and I decided upon graduation to go to Alaska and farm together under the Homesteading Act. A few backed out at the very last minute and our plan never came to fruition. One can travel only one road at a time as is so beautifully illustrated in a poem by Robert Frost. Nevertheless, I am here today and delighted that I can share with you some of my thinking on the exceedingly important subject of career guidance and its significance in education today. "Future to the North," Alaska's motto, is so very appropriate.

Within the past decade, a staggering number of innovations and developments in career guidance methods have emerged. One search conducted in 1969 by Campbell and Walz identified approximately 2000 methods that evolved during the sixties alone. In addition to considerable federal funding, four overlapping trends have stimulated the generation of new methods: theoretical advancements, technological innovation, new emphasis in counseling and guidance, and broader societal changes.

We are living in a society where the only thing of which we may be confident is that there will be constant change throughout our lives. What is true today may not be tomorrow. Man's skills and talents can become obsolete even faster than a machine. For example, NASA's Explorer I of 1957 is as obsolete as a Model-T Ford. When I started my first job as a psychologist, there was a question included in a standardized test of intelligence that asked, "Why can't you make a silk purse out of a sow's ear?" The person answering received a number of points based on his response. Today, however, the question is no longer appropriate because the chemists have succeeded. Incidentally, its too expensive to be commercially exploited.

Let me share with you some of my experiences over the years with thousands of youth of all races, colors and creeds. We are in an age in which all people—particularly youth—want to do their thing and be their own person. If they will it, it need not be a dream.

*Dr. Feingold is National Director of B'nai B'rith Career and Counseling Services and President-Elect, American Personnel and Guidance Association. This keynote address was delivered at the Career Guidance Institute in Sitka, Alaska, on February 14, 1974, sponsored by the National Alliance of Businessmen, Sheldon Jackson College and Mt. Edgecumbe High School.

Many of today's generation are no longer motivated by extrinsic rewards alone. Money, for example, may still motivate people, but not as much as in the past. If we apply Maslow's heirarchy of needs, the trend is clearly visible. The late, well-known psychologist, Dr. Abraham Maslow, maintained that each need must be satisfied before the next higher one will be motivated. The first level of human needs is physical. A person ordinarily must first have his needs for food and shelter satisfied. A counselee has to have enough money to live before other activities will motivate him. Once physical needs are met, man must have his safety needs fulfilled—health, security and general well-being. Man's next highest need is social. He wants to be liked by others, to socialize and to be accepted. The fourth level concerns a person's self-image. Here a man is concerned with his dignity and respect. Not only does he want others to respect him, but he also wants to respect himself. According to Maslow's hierarchal theory, the highest level of need is for self-fulfillment or man's motivation for personal growth and self-actualization. This seems to be a primary thrust of today's youth.

We must harness a higher level of needs if we are to work constructively with the "Now" generation. Youth have firm ideas of what they want from life. If there is an average for the "Now" generation, it is that they are becoming better educated, more widely traveled, more sophisticated and more determined not to settle into an impersonal society that is not people-centered. We are all products of our heritage and environment. Many of the older generation are adequately motivated at lower level needs while young people have almost immediately jumped to higher level needs. In industry and government in various parts of the U.S., men in their 30's reach executive grade classification. It used to take a lifetime for most, if they made it at all. One must see the difference in the motivation for today's youth in relation to people who have had very different experiences, having grown up and matured in a differently oriented society.

For the record, let me also relate the other side of the coin. There is, of course, a small percentage of young people who flee from responsibilities or use the drug abuse route to become non-involved with life. There has always been a part of each generation that has run away. Of the 90,000 youth in the U.S. who attempted suicide last year, 10,000 succeeded.

There can be even more maximizing of human potential through career development. In our society, one's role, status and function are, to a great extent, determined by the type of work one does. This, in turn, influences where one lives, who one's friends are and whom one marries. I agree with Dr. Herbert Otto, a well-known psychologist and author, that most human beings use no more than 10-20% of their potential. There are five billion plus people on this earth. If each one of us could begin to develop our untapped potential, not only for ourselves but also for our families and society, this world could quickly be what people have dreamed for so many thousands of years.

What can you do about it? A great deal. Each one of you is a Very Important Person and, because you are concerned, a very interested person. All of you have many options that were not available to educated persons in generations past. The great race is between a technology that can measure time in a billionth of a second and measure the distance of the planets thousands of light years away. Yet, this same race is light years <u>behind</u> in the relationship of people, being people-oriented and knowing how to have people relate to one another in justice and development of their humaneness. More schools need to change from cold machines to caring institutions. Far too many people are alienated by our impersonal technology. People are seeking immortality, yet don't know what to do on a rainy Sunday afternoon. New machines, such as snow-mobiles vs. dog sleds, take over more efficiently and values get caught in the middle.

Is there a message? Let me highlight some of the parameters that I hope you will think about as you continue your careers and determine the lasting effects you will have on others during your lifetimes. <u>The future is now</u>. Make of it what you will. Most youth presently in high school will be less than fifty years

of age in the year 2000, and in positions of leadership and responsibility. One does not have to repeat that the world is changing, but let's change it in directions that will be oriented towards people. In this way, people will not be alienated. Rather, they will have an opportunity to create and contribute. Do not fear change or fight it, or merely hope and work for the status quo. On the other hand, maintain, if you can, heritage and identity in an age of alienation in which technology feeds on technology to the defeat of human personality. Survival has a different focus in an oral vs. a print culture. What is, and will be, the effect of the Land Claim Settlement Act on more than 100,000 people who are eligible? The psychological concomitants are, perhaps, even greater than the economic implications.

Today, we are able to rehabilitate over 350,000 handicapped persons a year in the U.S. I can recall when it was less than a few thousand. Let's seek to give all people the chance to develop and grow and fulfill their human potential. The keys to our world's future are young people and adults who can motivate others. As individuals grow to vocational maturity they can be a part of, rather than apart from, society.

So much has to be done in all areas of our lives and life styles to make them more meaningful. Whether it be in pollution control, conservation of our natural resources, alleviation of loneliness experienced by our aging, the struggle for survival in small villages, deterioration of inner cities, or elimination of large pockets of poverty, there is much to be done. I recommend that you read "I'm O.K., You're O.K." by Dr. Thomas A. Harris. This area of transactional psychology may have more to offer than was initially thought. Acceptance of others makes acceptance of ourselves so much easier. We must respect diversity of differences among persons. There are no two people exactly alike, but everyone can make a contribution to society. All brothers and sisters are different. Differences are to be honored and cherished, not homogenized in an undifferentiated Americanism.

These suggestions could be multiplied by many others, including how you cope with the changing morals, life styles and needs that you and your generation need fulfilled. In answering and acting on them with dedication and maturity as models for others to follow, we may find some of the answers to Aldous Huxley's question, "What are people for?"

In Israel I saw severely retarded youth and adults packing citrus fruit with more care and conscientiousness than people who have more skill and abilities. In the awesome timing of our physical universe, there is a unique place for everyone. Focus on the problem. This is the American way—the way we defeated polio, split the atom, built polaris submarines, and will ultimately cure cancer. It is the only way we will rid ourselves of pockets of pollution, poverty, and give children the right to read or become more people-oriented. We know from experience that when we contribute manpower resources, human comprehension, cooperation and imaginative "know-how" to the most complex of problems, we can find and apply a relevant solution.

Let's look at some technical innovations likely to occur within the next twenty years, according to Kahn and Weiner in their book "The Year 2000."

- Extensive and intensive worldwide use of high altitude cameras for mapping, prospecting, census, land use, and geological investigations.
- More extensive use of human organ transplantation.
- Extensive use of cyborg techniques (mechanical aids or substitutes for human organs, senses, limbs or other components).

- Human "hibernation" over short periods for medical purposes.
- Capability to choose the sex of unborn children.
- General and substantial increase in life expectancy, postponement of aging, and limited rejuvenation.
- Permanent manned satellite and lunar installations–interplanetary travel.
- Greater use of underground buildings.
- Practical large-scale desalinization.
- Stimulated, planned and, perhaps, programmed dreams.
- Flexible penology without necessarily using prisons–use of modern methods of surveillance, monitoring, and control.
- New methods for rapid language teaching.

Let's stretch our minds with the following data:

Stephen H. Dole, in a detailed mathematical analysis for the Rand Corporation, estimated that there are roughly 600,000,000 habitable planets in our galaxy. Shklovski and Sagan in their book, Intelligent Life In the Universe, conclude that the number of civilizations substantially in advance of our own appear to be between 50,000 and one million. The average distance between technical civilizations is between a few hundred and about a thousand light years.

On March 2, 1972, man initiated his first deliberate attempt to communicate with intelligent life elsewhere in this universe. The Pioneer 10 spacecraft encountered Jupiter in December of 1973. The gravitational sling of Jupiter caused Pioneer 10 to be the first man-made object to leave the solar system. Most cognizant of the implications, NASA attached a plaque to Pioneer 10 which will relate to any intelligent species who may find it details about the spacecraft and its launching as well as information about the nature of its builders.

What kind of person do we need with these evolving, accelerating technological changes and probably many more complex ones as we detect extra-terrestial civilizations? Again, it seems that they must be people who care about others in depth, rather than the present materialistic orientation. The initials GNP can mean Gross National Pleasure rather than Gross National Product. Loving is another way of living. Adjustment to changing values is a race between further human alienation and the realization that we are all on the planet Earth together. At least as we move from villages to cities, and on to other planets, we should realize that we are all part of a great whole–one that is far greater than the sum of its parts.

In a society that is in a constant state of flux, what should be the role of career guidance? As one of its strong thrusts, career guidance must fulfill the need that youth and adults have for reliable and valid information about educational and vocational possibilities. It must help parents and teachers understand information about students' various characteristics, including assets and weaknesses, and direct use of new research and practices in guidance and counseling. Too often, development of career information resources has been de-emphasized as other guidance or counseling activities appear more exotic and challenging.

Nevertheless, a changing, technological society that makes information reliable and valid today and obsolete tomorrow makes career information resource development, use and theory even more important in the counseling process.

While career guidance has existed for many decades, career education appears to build the career development process directly into the total educational process with increasing relevance and commitment. In order to integrate career development into the schools, we must know more about the relationship of career development, achievement, self-concepts and psychological processes to different structures.

Career education integrates learning about self and skill development with the economic sector. Learning in this context occurs in both formal and informal situations that motivate the learner through direct experience with the world of work. Career education recognizes that students need more than vicarious experience and concept formation in critical decision areas. They must be prepared and equipped to decide whether to pursue a job, seek further education, or choose some equitable combination. Career education seeks to provide a new basis for this task.

Career guidance programs often begin in the earliest grades, kindergarten to six, as career awareness experiences, and then develop into programs which focus on career exploration in the middle years (Grades 7 through 9), career preparation at the senior high level (Grades 10 through 12). Career guidance may take place in all settings–the home, schools, prison, on board ship, factories and even in Sky Lab.

My remarks herein are limited primarily to the changing role of junior and senior high schools in providing the "when, where, and by whom" of career guidance. Other research and demonstration areas will also be touched on as they relate to the cutting edge of career guidance.

Decisions result from information and accurate perception. Career guidance is a facet of education for decision-making. Because of the importance of career information, some of the recent findings on information systems are pertinent.

Career Guidance Resources as a Sub-System of Information Systems

Underlying the development of information systems is the basic assumption that if people have reliable and valid information, their functioning and performance will improve. In order to insure these outcomes, it is important to be aware of, and help interpret to others, factors that influence constructive use of such information. The extent to which users will benefit from information is influenced by personal, interpersonal and systemic factors.

Personal Factors

- When needs are not being satisfied, people will be more responsive to information about possible change.[1] Unless one recognizes the way in which information may meet some current needs, he will not be motivated to seek or use it. Career guidance programs must be developed in such a way that the individual recognizes a need for vocational planning.

- Persons tend to distort new information in order to maintain their self-image.[2] If a student holds a negative self-image, information indicating he has ability to do college work will have little impact because of the tendency to reject inconsistent information. Dissemination activities need to be accompanied by the opportunity to integrate the information obtained by the user with his self-concept.

- Individuals tend to avoid information that is contrary to a decision that has already been made.[3] They tend to seek only that which is supportive. Thus, it is important to provide career guidance prior to decision-making.
- Individuals may be more willing to consider contradictory information from non-human sources which require no communication with others.[4]

Interpersonal Factors

- People tend to accept information from others who are important to them. Thus, guidance personnel must help students view them as legitimate, reliable sources of up-to-date information.[5]
- The greater the social support of peers for a particular behavior, the greater the likelihood is of its being performed.[6] Thus, career guidance must be presented in a way that is seen as beneficial; otherwise it will not be accepted.

The World of Work

- While career guidance includes helping the counselee become aware of his interests, personality, and abilities, including decision-making, knowledge of occupations, vocations and employment opportunities, my thrust in this career guidance institute is on increasing knowledge of the world of work. It is in this area that current career counseling is weakest.
- A new occupations and career box score questionnaire developed by two colleagues and myself was recently released.[7] Pre-testing of this instrument with thousands of young people in Grades 7 to 12 indicated that not only is there misinformation about careers, but also a lack of career information in the decision-making process of young people.
- The world of work is the central focus of career education. Self-knowledge remains exceedingly important. Most counselors, however, have received more training in psycho-social aspects of guidance than in career information and selective job placement.

Systemic Factors

- In an effective career guidance system, counselees should not only receive information from the system, but also be able to give feedback on the usefulness of the system.[8] Many systems have failed because of insufficient feedback. Counselors should actively seek student reactions and suggestions in order for appropriate modifications to be made. It might create a more widely used system or career information resource. If students are directly involved during the planning stage, a more widely used system might result.
- Information systems should be designed not only to disseminate information but also to assist the user in learning about its effective use.[9] The counselor must help students learn how to use the system and the information it supplies in decision-making.
- In some cases, counselors may help design systems with self-instructional elements which can help students use information effectively.
- The way information is presented must be geared to the needs, vocabulary and characteristics of the intended user group.[10] In general, a combination of media or information transmission mechanisms is more effective than any one used singly.[11] Counselors can help system designers understand the characteristics of the students who will be using it.

When is Career Guidance Provided?

Curriculum needs to be related to realistic daily living at home and work. Career education can easily be infused into the curriculum. A curriculum can, and does, convey values and heritage. The three r's–reading, 'riting and 'rithmetic–are communication tools, not just for white collar and college jobs but even stereotyped glamour jobs. Aeroplane, automobile and boat mechanics are involved in reading blue prints and directions, as are fishermen and people in construction work who must calculate materials needed and costs, order parts, and send bills. The nursing assistant, seamstress and beautician also need to read instructions and make calculations. The usual close relationship between academic subjects and careers has been diluted in recent years. Students need to be aware of the daily use of basic communication tools in the world of work and leisure. All school subjects have relevance to the world of work. Youth do not see the relation, however, unless they are taught in an appropriate manner.

Where Does Career Guidance Take Place?

Printed Word

- Pamphlets, books, career briefs and cartoon booklets–you can develop your own library of career briefs according to an approved guidance outline suggested by NVGA. Content and readability level should be based on the needs of the population for which materials are intended. The readability level of millions of our citizens is at the cartoon level, yet many cartoons are at a reading level too difficult for them to understand. BBCCS career briefs and pamphlets, for example, are based on needs expressed by clients and on research initiated for our client population. For indigenous career leaders, your state guidance office may have to help write career briefs.
- Posters can be eye-catchers, carrying obvious as well as subtle messages.
- Reprints of career briefs.
- Research and reports–there is a need for more research as well as the assurance that reports are readable and data are easily understood.
- Job reports and employment surveys, Social Security–some of the best in the country are free (e.g., local Department of Labor, state agencies.)
- Career Corner column in newspapers and magazines. (Joyce Lain Kennedy's column, for example, appears in approximately 75 papers.)
- Career crossword puzzles.
- Tests about career and occupational information.
- Exhibits
- Career indices–there are 75 different ones. (BBCCS has published a Guide to Indexes as a Resource to Occupations and Careers which lists career and related indices.)
- Career magazines–in Canada every high school student receives a career magazine.
- Newsletters–including guidance newsletters issued by state departments of public instruction.
- Trade and career magazines–are excellent sources. Far too often, they are not used to the extent they might be.
- Mobile libraries–that have books on careers and other related subjects.

- Career logs.
- Career autobiographies.
- Curriculum innovations that show the relationship between subjects taught and the world of work. These changes must be viewed as a process, not an event.
- Each type of printed media can also be made available in braille. If not available commercially, volunteers might be located to translate material. For example, Careers in Exotic Occupations is available in braille and talking books. The Library of Congress maintains a section for developing and disseminating materials for the handicapped. Information about this free service may be obtained from the Library of Congress, Washington, D.C. 20559.
- Life career games.
- Programmed instructional manuals on careers.
- Cathode ray tube terminals of computer systems.
- Career Exposition—employers and employees at the management level show materials from their career fields and are available to answer questions from young people.
- Moving photograph career exhibits.
- Reports from school placement officers.
- Mobile career planes or vans.
- Adult Career Education materials.
- Regional Career information centers where area schools provide input. In this way one center contains information helpful to all schools in a large area.
- College alumni newsletters or magazines.
- The National Laboratory for the Advancement of Education, c/o Aerospace Education Foundation, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20017, has a number of instructional system packages in the area of career education. They may be used in their present form or adapted to fit instructional needs in the following curriculum areas: automotive and applied mechanics, service mechanic, nurse's aide, food inspector, structural engineer, building engineer, building maintenance, apprentice carpenter. These are all graded and validated for the U.S. so far as there are criteria. Reference systems and materials are available on site at the training centers having support from the U.S. Office of Education. All printed material, including textbooks and workbooks are available in hard copy or on high resolution microfiche. A list of equipment essential to presentation of such a course is also available. Audio-visual materials availability summaries which give titles and sources for each system are included.
- CONGRESSIONAL RECORD contains a wealth of educational and career information.
- Career scrapbooks.

Audio and Audio-Visual Media

- Recordings.
- Tapes.
- Speakers—experts, peers, students, etc.

- Songs, rhymes, jingles related to careers.
- Role playing.
- Career charades.
- What's My Line and I've Got a Secret.
- Non-structured talks about careers.
- Essay contests–oral, "What Do I Want to Do Ten Years From Now?"
- Group sessions discussing careers.
- School career announcements.
- Telephone career conferences conducted by experts. An excellent counseling service conducted by phone is headquartered in Providence, Rhode Island. This telephone career counseling finds its origin in the Hot Lines services.
- Courses on occupations.
- Career clubs.
- Hobbies, Girl Scouts, Boy Scouts, etc.
- Discussion of career logs.
- Case histories
- Career Hot Line, telephone.
- Film strips, film slide casettes, motion pictures, video tapes and other audio-visual materials.
- Legitimate theatre.
- Computers.
- Microfilm amd microfiche.
- Overhead transparencies.
- Mobile career vans–air and truck. Excellent information is available from the Blue Hills Vocational Technical School, 100 Randolph Street, Canton, Massachusetts 02021.
- National Audio-Visual Center, National Archives and Record Center, Washington, D.C. 20409. This center serves all counselors by furnishing information on the most appropriate audio-visual materials listed with the Center by agencies selling materials. This Center also serves educational instructors, business and industry, government and the general public.
- Career encounter groups.
- Family career conferences.
- Spot recruitment ads on TV and radio.
- Statewide educational TV coverage such as Indiana has in which career and job information is provided.
- A cooperative exchange of information might also be developed.

Experience

- Actual experience on the job for school credit. For example, building trades students in some communities build a house that is to be sold on the market
- Part-time and summer jobs.
- Volunteer experience, e.g., candy stripers.
- Pre-paraprofessional and pre-professional work.
- In economics or occupations courses, students may buy and sell their own stock. At the same time, they can learn about the companies and jobs within them.
- Junior Achievement programs in which youth operate their own business.
- Cooperative education programs.
- Cooperative work-study programs.
- Simulated work experience.
- School placement services.
- Conferences with resource people moderately successful and happy with their jobs.
- Art and sculpture career shows.
- Field trips followed up by a day or more on the job itself.
- Pantomines demonstrating different jobs and careers.
- Career posters devised by youth.
- Decision-making experiences.
- Job clinics in which students learn how to write a resume, a letter of application and present themselves in an interview.
- Discussions of cluster identification through examination of those occupations which have similar competency requirements.
- Peer counseling.
- Directed occupational experience.
- Career education student teams.
- In-service career education.
- Visit work area—construct a scale model.
- Create a diagram showing various occupations in your community and the inter-relations with one another.
- Make or create a saleable product that can be sold to the public (book covers, book marks, etc.) Keep careful account of money spent and dollars earned.
- National Alliance of Businessmen Program. Gold program. Small business for youth program. Youth motivation task force. Living witnesses. College clusters.
- Portable conference telephone. Use specialists, near and far.

- Job Fairs.
- Open houses conducted by business and industry.
- Career-related hobbies.
- Simulation technique. This has been used in work experience programs in Detroit Public Schools in 1967. It has been suggested that simulated experiences are particularly effective with students who have work adjustment problems which make it difficult for them to perform in a real work setting. Simulated work experiences can allow students to experiment with a number of different types of occupations, thus broadening their occupational aspirations.
- Training periods. Research by the Public Schools of Washington, D.C. shows that faculty from the school system can become trainers in career education after a short but intensive training period.

The value of work experience sometimes is contaminated because of the negative feelings expressed by those employed in the work setting. Is it wrong for students to be exposed to the negative feelings of workers? It's a fact of job choice that some jobs seem to be negative in their effect on the worker; why shouldn't students be aware of this before they make their choices?

By Whom is Career Guidance Provided? Guidance Personnel, Including Both Professional Workers and Support Personnel.

- Counselees should be able to view counselors and support personnel as a rich source of career information and for referral to appropriate resources.
- Counselor must be an expert on the changing world of work in terms of the global picture and in certain work areas. The emerging role in many private agencies is that professional staff have a global approach to counseling, but specialize in certain areas, such as student aid, professional jobs, blue collar jobs, etc.
- Guidance counselor's role is to help devise information systems, use them and serve as a linkage between information system and students they counsel.
- Counselors need world of work experience much more than merely teaching experience. How many different jobs have you performed in your lifetime? (Your speaker has had thirty.) Such experience can be gained during summers, sabbatical, in-service training, released time. One of the best plans known to your speaker is that of the McCormick Plan in Baltimore. Here, students have the option of working during the school year and summers at McCormick and Company of Baltimore, Maryland. The same holds true for teachers. The needs of industry have an effect on what the teacher teaches. Counselors and teachers and industrial personnel work together for their clients and vice versa. Good communication is the net result. We used to stress job stability and to avoid job hopping. Today, the person who wants to move up the ladder expects job and locale changes as part and parcel of his career.
- Counselors must know how to use data banks or where to refer students to appropriate resources. This includes human resources and all those related to appropriate media.
- Counselors should have a working knowledge of the various volumes of the DICTIONARY OF OCCUPATIONAL TITLES.

Career guidance requires that the counselor be aware of the community into which the student will go when he leaves school—what will the employment community demand of the student—what skills will he/she need to obtain employment and remain employed; how does the student learn of employer requirements and relate his own interests, personality, and abilities to job availability in his own area or at a distance. Counselors can also help create jobs by showing career needs. Career guidance is of even greater priority because the mobility of people in the U.S. today is greater than ever in our history

Counselors can become as knowledgeable of the world of work as they have been of the world of higher education. They can prepare students to enter jobs or non-traditional post-secondary education suited to a wide variety of careers and life styles.

In career guidance, counselors are accountable for the successful integration of students into the adult world of work. Career guidance should be a daily integrated part of the curriculum through relating school tasks to relevant job skills. A wide variety of human and material resources are noted as dissemination media. The increased working marriage of industry and the schools such as that stimulated by the National Alliance of Businessmen bodes well for the future.

FOOTNOTES

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